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REPORT OF THE FOREIGN LANGUAGE ARTICULATION COMMITTEE TO THE
TOWNSHIP STEERING COMMITTEE.

BY- FISHER, DALE AND OTHERS

THORNTON TOWNSHIP PUBLIC SCHOOL COUNCIL, ILL.

PUB DATE

65

EDRS PRICE MF-\$0.09 HC-\$1.08 27F.

DESCRIPTORS- *ARTICULATION (PROGRAM), *COURSE OBJECTIVES,
*CURRICULUM DEVELOPMENT, *LANGUAGES, *PROGRAM ADMINISTRATION,
PROGRAM EVALUATION, THORNTON TOWNSHIP

THE FOREIGN LANGUAGE ARTICULATION COMMITTEE OF THORNTON,
ILLINOIS, REPORTED TO THE TOWNSHIP STEERING COMMITTEE UPON
THE SPECIFICS FOR BUILDING LANGUAGE PROGRAMS FROM THE
ELEMENTARY SCHOOL LEVEL THROUGH JUNIOR COLLEGE. THE REPORT
COVERS CONTINUITY OF A CHOSEN LANGUAGE, TEACHING METHODS,
EVALUATION, COOPERATION WITH OTHER CURRICULUM AREAS,
COORDINATION OF MATERIALS AND RESOURCES, ARTICULATION OF
ACADEMIC PROCEDURES, AND THE SELECTION OF STUDENTS, TEACHERS,
AND SUPERVISORS. A BIBLIOGRAPHY IS FOLLOWED BY TWO APPENDIXES
GIVING RECOMMENDATIONS FOR INITIATORS OF FOREIGN LANGUAGE
PROGRAMS AND FOR GUIDANCE WORKERS. THIS REPORT IS ALSO
AVAILABLE FROM THE OFFICE OF THE DIRECTOR OF INSTRUCTION,
DOLTON, ILLINOIS, FOR \$2.00. (GJ)

**Thornton Township Public School Council
for
Elementary-Secondary School Articulation**

**Report of the Foreign
Language Articulation Committee to the
Township Steering Committee**

**U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

The report which follows represents many hours of study, discussion, writing, and editing by the members of the Foreign Language Articulation Committee. The committee was the first subject matter committee activated by the Township Steering Committee and it had no model after which to pattern its work or its report. Because it represented a pilot effort, results were requested in a limited time. A reading of the report will indicate that under the pressure of time the committee produced an excellent paper on which the specifics of foreign language programs may be built. It becomes the job of the committee to continue working presently on the specifics.

One of the problems with reports is to see that they get into the right hands and are used in the implementation of educational programs. Accordingly, copies of this report will be distributed to all foreign language teachers, school administrators, school board members, and other key people to education in Thornton Township. Because the report may have value to other school people, it may be purchased by them through the office of the Director of Instruction.

It is hoped that the report represents an early step in the direction of articulated curriculums among the schools of Thornton Township.

H. R. Fuller, Director of Instruction
Dolton, Illinois
September 7, 1965

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Goals of Foreign Language Study

The study of a foreign language is one of the most broadening elements of a liberal education. A foreign language is one of the best mediums possible for introducing the student to the history, civilization, and cultural achievements of a foreign people. Therefore the study of a foreign language is really a course in civilization and the humanities. It makes it possible for students to share in the political, social, and scientific ideas which bring unity and enrichment to life. By acquiring an additional medium of communication, the student develops an understanding of cultures of other peoples, as well as developing his own personal interests and his power of self-expression. A foreign language is not only a means of communication, but a way of life and a sense of values particular to a foreign people.

Furthermore, we are now as close to people on every other continent as we once were only to immediate neighbors. And with our closeness comes a need to know and understand people of other countries. We must prepare students for an active part in this nuclear age by promoting international understanding and cooperation, and thereby world peace.

The study of a foreign language also has many practical aspects:

- I. Many careers require a knowledge of a foreign language. (V.) Some of these are:
 - A. Foreign Service. The diplomatic service has made foreign language a requirement for positions abroad.
 - B. Teachers abroad for U. S. personnel.
 - C. Peace Corps and other U. S. agencies abroad.
 - D. Armed Services--many positions in foreign countries.
 - E. Engineers, journalists, scientists, architects, and executives are likely to have an increasing need for oral language proficiency. (Note: A foreign language is now a requirement for admission to the engineering curriculum at the University of Illinois.
 - F. Teachers of language in U. S. With the increased interest in foreign languages, there is great need for more teachers in the field. (VIII.)
 - G. Travel services. All the travel media have great need of personnel with foreign language ability, both at home and abroad.
 - H. Import-export business. This ever-increasing field has many openings for men and women with language training.
- II. Many businessmen find the knowledge of a foreign language a great help in their business.
- III. Many colleges and universities are increasing their foreign language requirements, and knowledge of a foreign language increases a student's choice of schools.
- IV. A knowledge of a foreign language is required for graduate work in most fields.
- V. Thousands of Americans who travel in foreign countries each year derive greater enjoyment from having some knowledge of the foreign tongue.
- VI. Foreign languages are being brought into our lives increasingly by television, radio, and personal contact.

Besides the actual use of a foreign language in travel or a career or academic work, language study helps students become more articulate and better able to express themselves. Hearing, speaking, reading, and writing in another tongue directs attention to the meaning of words and phrases, not only in the language under study, but in English as well. New idioms represent not merely new forms

of expression but different ways of thinking about things. Expression gains in precision, grace, and variety. Thinking, which is closely related to expression, may become as a result more logical and exact as well as more flexible.

A continuous sequence of study of a foreign language from the elementary grades through high school and into college will make a genuine contribution to the education of a student. With our shrinking world of today, and with world peace of prime concern to all of us, such a contribution is of the utmost value. Foreign language study will develop insights, attitudes, and appreciations which are necessary for balance and perspective in human relations. By enlarging his horizon, the study of a foreign language helps the student realize the likenesses among people and develop tolerance for human differences.

Instructional Objectives

The over-all objectives of an articulated program in foreign language should provide for progressive development in effective communication and cultural understanding.

Local school systems will of necessity need to convert these or similar instructional objectives into specific learning activities for a given unit and adapt them to the various grade levels. The selection of appropriate equipment and materials to achieve the objectives will be determined by these activities.

Recommended objectives are as follows: (XX.)

- I. To understand a foreign language when spoken at normal speed on a subject within the range of pupils' experiences.
- II. To speak sufficiently well to make direct contact with a native on a subject within the range of pupils' experiences.
- III. To read with direct understanding, without recourse to English translation, material on a general subject.
- IV. To write, using the authentic patterns of the language and without conscious reference to English.
- V. To understand linguistic concepts, such as the nature of language and how it functions through its structural system.
- VI. To understand, through the foreign language, the contemporary values and behavior patterns of the people whose language is being studied.
- VII. To acquire a knowledge of significant features of the country or area (geographical, cultural, economic, political, etc.) where the language being studied is spoken.
- VIII. To develop an appreciation for and an understanding of the literary and cultural heritage of the people whose language is being studied.

Choice of a Foreign Language

Both the high schools and junior college should offer the three major foreign languages--French, German, Spanish, and perhaps Russian--and consideration should be given to offering both modern

and classical languages (XIX.) on both levels in order to offer a rich program and to compare favorably with the best schools in the area.

The elementary school districts need not feel constrained to introduce foreign language instruction if they do not feel it to be educationally and economically sound.

The first consideration in introducing the foreign language instruction in an elementary district is to decide on a foreign language to be taught. Preferably, districts, and even schools, will differ in their choices of languages so that the high schools may continue to offer a variety of languages and to build on the competencies already developed in the elementary schools.

The second consideration is to plan the grade placement and instruction, according to the following guide: (XXIII. pp. 27-28)

- I. Offer one language on the junior high school level, with program quality recommended in this report. This step has priority over others, since the principle of continuity with the high school program demands that any deficiency or eventual cutback in the extent of the elementary program should leave the junior high level of instruction intact.
- II. A second step is to offer the same language taught on the junior high level further down in the grades. The rationale for this is found in the fact that the earlier a child begins a foreign language, the better. Ideally, the program should begin with kindergarten; practically, a district ready to offer more than the junior high level may be able to extend foreign language instruction only several grades at a time. Whatever the extension the quality of the program should be in conformity with the recommendations of this report.
- III. An alternate second step is to offer two foreign languages on the junior high level. The rationale for this is the fact that it may be less expensive than the other possible second step, will avoid articulation problems within the elementary school, and will ensure the continuation of a strong, all-language program in the high schools. A second foreign language offered on the junior high level should match the quality of the first.

Beginning the Study of a Foreign Language

If one is to master a foreign language, he must begin early and progress continuously. Ideally, the child should have his first contacts with the language no later than the first grade--for the following reasons:

- I. For him, the method of learning can be most similar to that of learning his native language: total immersion.
- II. The child learns more completely and more quickly than at any other time in his life.
- III. He can more easily learn to speak with correct intonation and pronunciation.
- IV. The foreign language may be the extra added attraction that sparks his interest in and adjustment to other areas of school life. (II. pp. 26-31)

But, if the district cannot guarantee continuity in the language program--for whatever reasons, funds or lack of qualified teachers for example--it must disregard this optimum time for beginning language instruction. The benefits of beginning the foreign language at the "teachable moment" are lost when continuity is lost.

The next best time for the child to begin a foreign language is in the third or fourth grade. He is well-acquainted with school procedures and with his native language, so there is no danger of confusion. He studies other cultures, thus facilitating the integration of language instruction into the social studies curriculum. And, he seems most fond of making up his own languages. (IL p. 27)

There is only one real argument for beginning the study of a foreign language in the seventh grade: the child is so close to high school that the district can be almost certain of guaranteeing continuity. It still is true, of course, that the sooner the child begins, the better; the child will benefit by beginning in the junior high rather than waiting until he reaches high school.

Beginning foreign language study in the first grade, the child trains his ear and his tongue and acquires a basic vocabulary. About the third grade, he learns to recognize in print what he has only heard before. He also begins to write what he sees and hears. For the next four years he develops all these skills of language: understanding, speaking, reading, writing. In seventh grade he begins to ask the whys of what he is studying, so he begins grammatical analyses. (IL pp. 37-38) After eight years of continuous foreign language study, therefore, the child enters high school with a firm foundation. He can now widen and deepen his knowledge. He does not have the problem of most foreign language students in the high school today: starting with little or nothing at the advanced age of thirteen or fourteen or seventeen.

Preparing Children for Foreign Language Instruction

The role of the primary teacher in the development of a foreign language program can be an important and helpful one even if foreign language instruction is not offered at this grade level. An initial stage of development could be adopted in all the grade levels that precede the designated level where the actual formal presentation of the foreign language pattern is introduced.

This approach is a beginning and a part of foreign language learning but it is not the same as foreign language instruction. It must be kept very informal for two specific reasons: the first being that the majority of teachers would lack the qualifications of foreign language instructors and the second being that not all of the students will be accepted in the formal foreign language program.

The following classroom activities are recommended:

- I. Listening to and reading stories and books about other lands.
- II. Viewing pictures, posters, and filmstrips, about other lands.
- III. Listening to music and rhythms from other lands.
- IV. Class projects involving customs celebrated in other lands. (Mexican Pinata Party, Japanese Tea Ceremony, etc.)
- V. Discussion and comparison of various holiday customs in other lands.
- VI. Drawing on special resources such as foreign-born students in the classroom or parents from the community.

Selection of Students

One of the important questions related to any elementary foreign language program concerns the value of selectivity. Many successful and semi-successful programs are based on selecting the students for the foreign language program. The Cleveland Plan, New Britain Plan, St. Louis, Oakwood-Dayton, New York City and most elementary districts in Thornton Township and surrounding areas base their program on some type of selection.

In assessing selectivity, as in other problems or aspects of the foreign language program in the elementary school, one must consider its relationship and dependence on a variety of factors, such as class size and availability of teachers.

Some of the arguments in favor of selectivity are stated by Theodore Andersson, in his book, The Teaching of Foreign Languages in the Elementary School.

- I. There is a correlation between high I. Q. and language aptitude.
- II. Experimentation shows the slow student is often handicapped in his regular work with the extra load of additional subjects such as a foreign language.
- III. More can be accomplished in actual subject matter in a given time.
- IV. There is not an adequate supply of qualified teachers.
- V. Selection is a means of limiting class to a size that is workable for an audio-lingual program.
- VI. Selection provides a means of enrichment for those students able to profit from it.
- VII. Community circumstances may require selectivity: lack of funds, facilities, and time in the school day. (II. pp. 32-35)

Balanced against the arguments favoring selection of students for the foreign language program are some factors which tend to be less favorable to selectivity. Present criteria and methods of selection are few and have limited accuracy. The idea of selectivity may be contrary to democratic ideas of equal opportunity. Enrichment may be provided for those students who can benefit from it after all students have had some experience with the language. Perhaps all students should be given the opportunity to understand and appreciate a foreign people, their culture, and their language. Foreign language instruction is a possible means of salvaging and motivating a poor student. (VII.)

The following are possible methods of selection which may be employed in an elementary foreign language program: (II. Chapter 5)

- I. Elective.
 - A. All are allowed to elect.
 - B. Individuals continue as long as an educational benefit is derived.
 - C. Individual differences are provided for as they occur with students that remain in one class.
 - D. Grouping is provided for.

II. Selective-elective.

- A. The maximum are selected by various means.
- B. The selected students then elect to take the subject.
- C. Individual students continue as long as an educational benefit is derived.
- D. Individual differences are provided for as they occur.
- E. Grouping is provided for.

Grouping of Students

Grouping in relation to a foreign language program naturally hinges on other factors such as selectivity. On the elementary level, most grouping of foreign language students (all or selected) is done within the class itself as a means of providing for individual differences.

It is suggested that if grouping occurs on the elementary level it should be done only after the student has had considerable experience in the language. Grouping may be done on the basis of students' aims in life, their possible future uses of the foreign language, the general ability, and the possible educational benefit from having studied the language. (XXII.)

Student Enrollment

Because continuity and extended study (IV. pp. 112-113, 116, 119) are necessary in order to develop proficiency in a foreign language, the following recommendations are made regarding student enrollment:

- I. A child who begins a foreign language in grade school may not change to another during his grade school career, assuming that his school offers more than one.
- II. A child who begins a foreign language in grade school may drop the language with the agreement of parents and principal, and on the understanding that his next opportunity to resume that language will occur at the next level of schooling where a beginning in the language is offered.
- III. A child who studies foreign language in grade school through the seventh and eighth grades will be expected to continue in that same language, if any, in high school. The one exception, to be dealt with below, is the case of the student who wishes to begin a classical language in high school.
- IV. Ordinarily, a high school student who enrolls in a modern language may not change to another during his high school career, except that he may take a second language on condition that he keep up his enrollment and grade average in the first. A student who by test has proved a mastery of his first language may change to a second language.
- V. The high schools should open up their curricula and fashion their requirements so that a foreign language student may study his foreign language during all four years of his high school career.
- VI. Ordinarily, a junior college student who wishes to enroll in a foreign language ought to enroll in his first language, and should register for a second language only on the condition that he keep up his enrollment and grade average in the first.

- VII. A student who has begun another language in high school may take a classical language as his second language, under the usual conditions. If a student elects to change from his modern language, he may do so on condition that he has not already begun it in high school, and on condition that he is bound to the classical language as his first language for the rest of his high school career.
- VIII. Records of a students' foreign language enrollment should be kept on a unified basis through all levels, and should be passed on with the student.

Approaches and Methods

The approaches and methods used in foreign language teaching depend on several philosophical and psychological principles. (II. Chapter 9 & 10; IV. Chapter 4)

- I. An attempt should be made to simulate the natural process of language learning through hearing the spoken language, speaking the language, reading and writing.
- II. Because development of functional language grows out of a need to communicate ideas, early language teaching is centered around situations which are meaningful and useful to students.
- III. The use of the foreign language as the ordinary means of communication in the classroom is a means towards development of comprehensive speaking ability which is not dependent on speaking English.

The principles agreed on suggest that the best approach is to use an audio-lingual method. The audio-lingual method is an approach to language instruction that places emphasis, especially in the beginning stages, on hearing and speaking rather than on analysis of grammatical structure, translation, reading, and writing. (VI. p. 97; p. 10)

Because of the characteristics of the audio-lingual method, class size is an important consideration. "In large classes of 35 or 40, the children usually answer the teacher's many questions in chorus. With this procedure, which is apparently deemed necessary so that all children have an opportunity to vocalize, it is difficult to determine whether individual children are pronouncing words correctly. There is little opportunity, because of class size and limitation of time and the subject-centered orientation in the teaching, to make adequate provision for individual response or conversation. This might be more easily possible in a class organization which provides for small group work based on children's interests and abilities. In Lake Forest and Cleveland most language groups include only half of the regular class, from 14 to 16 children. Here, with ample opportunity for each to respond individually, the children develop a greater fluency and more accurate pronunciation of the foreign language taught." (XXIII. pp. 31-32)

Wide use of audio-visual aids is necessary. A language laboratory may be made available and may provide for text correlated programs, supplementary tapes, and practice and expansion of language patterns. The use of films will help in cultural exposition in augmented text materials and in presentation of additional experiences and situations leading to a more functional use of language as a tool of communication. Dramatization may expand language ability in areas within the experience of students and may help to develop cultural awareness through re-creation of culture-based life situations.

Props such as furniture, clothing, groceries, table setting, and farm animals make use of other senses in providing bases for more meaningful use of language. Still pictures and television give

visual support to the audio-lingual method. A tape recorder provides additional motivation toward fluency of expression and comprehension of ideas through prepared student presentations.

Some other methods suggested are songs which contribute to good pronunciation habits and to expansion of cultural understanding, games, directed dialogue, and talks by students within their range of vocabulary and experience.

Relationship of the Foreign Language Program to Other Curriculum Areas

If there is a foreign language program, it should be considered a part of the curriculum even though the program includes only a selected portion of the students in the school system. If the program is taken to be a part of the curriculum, then planning for it occurs as it would in any other part of the curriculum, including careful statements of objectives, provision for space and materials, and evaluation and reporting.

A foreign language program in the elementary schools can be related to other subject areas so as to re-enforce the teaching of these subjects.

Particularly in the field of social studies can the effect of a foreign language program be noticed, for it stimulates the interest of pupils in the culture, customs, and traditions of the people in whose country the foreign language is the native tongue. (II. p. 14)

Through a discussion of current events or items of interest from newspapers and magazines, the foreign language teacher can point out on maps the foreign countries concerned, their important cities and rivers. Interest in and understanding of these countries is likely to grow so as to include other peoples and countries of the world. (II. p. 41)

Pupils will also note the influence on our culture of the language they are studying. The role of foreign countries may be indicated in the development of our own language and of our own history. Much of this influence may be seen in the names of cities, rivers, mountains, states or streets. This cultural heritage can also be found in musical terms, in the history of art, and in many other phases of daily living. The correct pronunciation of these terms can be taught to the children or to the specific teacher involved in the teaching of these terms. (III. p. 28)

Our own history was most affected by both France and Spain. The French Jesuit priest explorers, fur traders, soldiers, city planners, the culture of the territories formerly owned by France and Spain, now a part of the United States of America, have left an imprint on the life of our country. Recognition of these historical values should result in a greater appreciation of the study of history or social studies.

In general, pupils of a foreign language achieve a better understanding of the grammar of the English language. The concept of nouns, pronouns, articles, verbs, tense, and prepositions is common to the languages from which the English language developed. (II. p. 41)

Owing to the presence of many English cognates--words derived from a foreign language--the reading vocabulary in English of a student of a foreign language is much enlarged. Very often the student has learned to use inference as a means of understanding new vocabulary. A noticeable improvement in the type of books selected from the school library has been observed in those schools offering foreign language instruction. (II. p. 14) Thus, there can be a carry-over into many subjects where reading skills are necessary.

Even in arithmetic the correlation of a foreign language is possible in the lower grades. In learning counting in the foreign language, in working simple problems in the foreign language and in learning

to tell time, the study of arithmetic is re-enforced. (II. pp. 41-42)

The foreign language program can help in all of these ways to increase the interest and understanding of pupils in many other areas of the curriculum.

One of the problems of offering foreign languages is that sufficient time must be found in the school day so that instruction may occur every day for a reasonable and recommended period of time. It is generally agreed that daily instruction is necessary to develop proficiency in foreign language. The amount of time allocated to foreign language instruction should vary according to the grade level of the students and their previous instruction in the language. Recommendations concerning the length of the instructional period are available from publications and state consultants. (XX.)

When a school allocates time for foreign language instruction, it must, necessarily, either extend the school day or take an equivalent amount of time from other instruction. Because of the influences of foreign language programs on the content and time of other curriculum areas, revision of a curriculum to include foreign language becomes part of total curriculum revision and must be treated in this larger context. That is, decisions concerning a foreign language curriculum require decisions concerning the curriculum in other subjects.

The Selection of Teaching and Supervising Personnel

A foreign language teacher should be a specialist in his field. He should be competent in all the skills of the target language as well as have an acceptable competence in those of the student's mother tongue. In addition to these basic skills, the foreign language teacher should possess a knowledge of the history, civilization, and culture of the people to whom the target language is native. Language and culture are both of one fabric; neither exists in isolation. (IV. p. 175)

He should have a knowledge of linguistic structure and linguistic change, for this is the basis of the audio-lingual approach to language learning. With this knowledge he teaches the pupil how to listen and how to transform speech into something more meaningful than mere dialogue learning. (II. p. 43)

He must have more than a vague idea of the culture of the target language. Unless he has had some contact with the culture of the target language, either through travel or contact with native speakers, all that is managed is a fairly accurate control of the external features of the language.

He should have a clear understanding of the objectives, methods, materials, and tests pertinent to the successful learning of a second language. He should be proficient in the classroom procedures conducive to the learning of a foreign language.

Since heavy emphasis is placed on the audio-lingual phases of language learning, and since children will be called upon to reproduce without foreign accent the sounds of the target language, the accuracy of the teacher's models is of paramount importance. Once a child has learned a mispronunciation, it is likely that he will not easily unlearn it. The teacher, therefore, should have a native or near-native competence in the target language. This means, not only that his pronunciation must be accurate, but also the sound patterns (intonations) and meaning patterns must be those of the target language. The teacher must not only speak as a native speaks, he must also act and feel like one while performing in that language. (II. p. 45)

Standards on this point should be set high. Other things being equal, therefore, a native speaker should be preferred. American teachers, however, who have learned the target language so well from a native as to be acceptable among natives, should be considered eligible to teach. Imperfection can be compensated for by use of tapes made by native speakers.

Native speakers, on the other hand, who possess the necessary educational background should also be well-versed in the guiding philosophy of American schools, which are less authoritarian than those of Europe. A native knowledge of a language is not of itself a sufficient qualification. (II. p. 45)

Recognizing that there are not enough teachers to fill these requirements, it is imperative that teachers be encouraged to continue to improve and up-date their skills through in-service training. There are many NDEA language workshops throughout the country which train and/or retrain teachers in the skills and methods necessary for good teaching. Travel to the country of the target language should be encouraged through appropriate promotional credit incentives.

From the above it can be inferred that we consider a foreign language teacher as a specialist. We recommend, therefore, that he be hired on this basis and not be chosen for another assignment with the foreign language as a minor interest.

The difficulty of obtaining language teachers at the present time, and the added difficulty of retaining them on the elementary level, make it necessary that these factors be considered when the elementary school plans the scope of its language program: the number of grades in which the language is to be taught and selectivity versus non-selectivity of pupils for the program. Great prudence must be exercised lest the elementary district over-extend itself in language instruction, and later find that it cannot find teachers to man the program's growth concomitant with the growth in the district's population.

To help in determining the proficiency of a prospective foreign language teacher, we draw attention to the following test: MLA Foreign Language Proficiency Tests for Teachers and Advanced Students MLA Foreign Language Research Center, 4 Washington Place, New York 3, New York.

We recommend a foreign language coordinator or supervisor for the Thornton Township schools. This is accepted practice in the states of Maryland and New York, as well as Evanston Township. The coordinator's function would be to inform and advise on curriculum, methods, and materials. He would be especially involved in problems concerning articulation and textbook selection. This coordinator should be what Nelson Brooks terms a linguist, (IV. p. 174) versed in the theory and practice of language and language learning.

Information Necessary for Estimating Cost of Program in Elementary Districts

An elementary school superintendent may estimate the cost of the foreign language program for his district from the following requirements:

- I. Per pupil: one textbook.
- II. Per classroom: supplementary reading materials.
- III. Per teacher-load: one teacher.

The superintendent must attempt to estimate a teacher-load that is educationally sound. The load may be estimated in number of pupils per teacher, or possibly in contact hours. In doing so, he must take into account three factors which complicate any such estimate:

- A. Class size (XXIII. pp. 31-32) (Recommended: maximum of 20 children per teaching group)

- B. Class time (XX.) (Recommended minimums: 20 minutes daily for grades 1-5; 30 minutes daily for grade 6; and 40 minutes daily for grades 7-8)
- C. Travel time (Recommended : A language teacher should move from school to school as little as possible and should be given adequate time to reach the next school)

- IV. Per teacher: One set of tapes to accompany the textbook used for each grade level.
- V. Per school: One tape recorder and one external speaker.

The ordinary tape recorder is not made for group use and can be so used only by raising the volume to a point where the sounds are distorted. Therefore, at least an eight-inch speaker of good quality (about \$20) is necessary. For both these items, funds are available through NDEA.

- VI. Per school: One movie projector and screen, one slide-and-filmstrip projector, and one record player.

This equipment is normally provided in a school, but is used by so many teachers and for so many extra-curricular purposes that the language teacher, who needs this equipment for regular use, must be supplied with it. This equipment can be obtained through NDEA.

- VII. Per school: A foreign language classroom.

Ideally, the foreign language program should be given a room of its own, or at least a room shared by some other specialist teacher. The use of the classroom of the regular teacher is least ideal because of the time wasted transporting equipment and setting it up again, the lack of storage facility and access to it, and the strain in human relations caused by the displacement of the regular teacher. A new school should be designed to have a foreign language classroom; an older school can remodel a room for this purpose. NDEA funds are available for both.

- VIII. Per junior high school: A language laboratory. (XII.)

A junior high school should have a number of adjacent classrooms fitted with language laboratory equipment. These classrooms can be designed both as language classrooms and language laboratories. They should be adjacent for reasons of maintenance and proximity of the tape library. A teacher must be employed, at least part-time, to be the director of these facilities. Funds for them are available through NDEA.

- IX. Per district: One resource library of language journals, books, records, etc.

How to Evaluate a Program (XX.)

Continuous evaluation for the purposes of assessing student progress and of improving the instructional program is necessary for reporting achievement, for the improvement of instruction, and for the revision of objectives.

In evaluating a program of instruction in foreign language, these norms may be followed:

- I. The rate of learning must be correlated with the resources used in the program and the capabilities of the students.
 - A. Instructional materials should be evaluated in the light of their contribution to meaningful experiences and the objectives of the program.
 1. Modern method textbooks.
 2. Visual aids--projectors for slides and filmstrips, flash cards, pictures, motion pictures, television, opaque projectors, and realia.
 3. Tapes, tape recorders, records and record players.
 - B. Selection and grouping of students according to capabilities and interests should be evaluated according to achievement in the language, in other related subjects, and according to prognostic tests.
- II. Program organization must provide continuity from the grade level at which instruction begins through the fourteenth year.
 - A. The average number of years the students pursue a language is an indication of the success of the program in terms of the objectives and of good scheduling and good counseling practices.
 - B. Continuity is augmented when instruction in all grades is offered five times a week for periods of recommended length.
 - C. High schools must plan the content of their courses so as to make it possible to smoothly correlate with the FLES program students feeding into them.
- III. A set of criteria for evaluation of modern foreign language sequences should be based upon the achievements and proficiency of the students as determined by tests of various kinds:
 - A. Standardized examinations, if available.
 - B. Department-wide and supervised tests.
 - C. Tests devised by the instructor.

The Articulation Committee recommends that members of this committee, working through the office of the Township Director of Instruction, evaluate the program from time to time.

Ways Communication and Coordination May Be Maintained
Among the Schools of the Township

Traditional efforts to bring parents and teachers together is no longer sufficient in terms of modern educational objectives. The teachers' relationships with other teachers, particularly of the same subject, must now be emphasized.

The teacher's time is a costly resource, which must be used to best advantage to produce the best results.

If communication and coordination among teachers of different schools is more important than other uses to which teachers' time is put, there must be no hesitancy in cutting away time-consuming and

time-wasting activities.

Throughout all levels of a foreign language program, there is a constant need for effective communication and coordination. This is an essential factor in the progressive development and success of the program.

Effective communication and coordination may be achieved and maintained through some of these suggested methods and activities:

- I. Institute Day should be held jointly with the high schools and junior college, at which time communication and coordination among the elementary schools, as well as between the elementary schools and higher schools can be carried out.
- II. The language teachers of the township should meet with the Foreign Language Articulation Committee at least twice a year, at which meetings the committee must organize discussions of benefit to all the schools of the township in the language program.
- III. The opening-of-school workshops in the elementary schools should provide one morning or afternoon for foreign language teachers of all elementary schools to convene, perhaps with the Foreign Language Articulation Committee, for discussions on problems and procedures.
- IV. The services of a district coordinator or supervisor should be made available for all teachers. The coordinator's duties should include the supervising of the teachers, observing foreign language classes, conducting monthly meetings, providing leadership for in-service training and assisting in the selection of personnel.
- V. An orientation program should be initiated in each school. This program should be directed at the entire school faculty in an effort to acquaint them with the procedures of a foreign language program. This communication may also promote better relations and instill an appreciation for the program.
- VI. Meetings, workshops, demonstrations, and printed materials can promote effective communication and coordination.

Coordination of Materials and Resources

With the establishment of an articulated program in foreign languages from the elementary grades through the junior college, the resources and materials in the field should be made available to all foreign language teachers, as well as to the Articulation Committee, through the establishment of a central depository, perhaps the office of the Director of Instruction.

It is not necessary that the same publishers' materials and texts be used in the elementary schools as in the high schools. Nor is it necessary that all elementary schools use the same materials and texts although it is probably desirable that they do.

It is necessary, however, that the elementary foreign language teachers be continually aware of all phases of language skills which are expected of high school students during their first year of language study and that high school and junior college teachers be aware of the elementary school programs. (IV.) This would apply not only to the four language skills in their progressive development,

but the learning of structural grammar patterns, which form an integral part of the language course. It is therefore recommended that the same materials be adopted in both the elementary and the secondary schools.

Such coordination would also greatly facilitate the assimilation of those students who have begun their foreign language study in the elementary school. As enrollment in the program increases, the high school can then group the entering students in classes according to their standing at the end of seventh and eighth grade language study. It would be indeed unfortunate to bore students with a course that is not advanced enough for the level of attainment which they have already reached, and equally unfortunate to assume that they are more advanced than they actually are.

As new materials are developed, furthermore, the various schools, both elementary and high schools, should consider them for improvement and enrichment of their program with the limits of reasonable economy and state requirements on textbook use. No decision to make any change or adoption of foreign language texts should be made, however, without the approval of the Articulation Committee and any other coordinating person or agency.

Articulation

The articulation of the instruction itself will be the result of the specifications laid down in the descriptive foreign language program, further decisions of a particular nature by the Foreign Language Articulation Committee, the continuing work of the Township Director of Instruction with the assistance of the Foreign Language Coordinator or Supervisor, if one is provided. In the total program as here defined, account will have to be taken of:

Articulation of Instruction: This involves the instructional objectives of each level, coordination of teaching materials, and the achievement expected on each level.

Articulation of Standards: This involves the achievement, and specifics of the same, expected on each level, types of standardized tests to be utilized, the norms for promotion, and norms for promotion in terms of the ability-grouping practiced at the next grade or level.

Articulation of Guidance: This involves the basic principles counselors and teachers are to follow in guiding the foreign language studies of students at each level.

Articulation of Grouping Practices: This involves the grouping practices to be followed at each grade or level, norms for entrance of a student into a particular group, the passage of a student from a particular group at one level to a particular group at the next level.

Articulation of Reporting: This involves the nature of reports to parents about student's achievement, the significance of grades on such reports, and information about the program of each level to be conveyed to parents.

Articulation of Recording: This involves the nature of the records to be kept by each school, the location of such records for school and district, accessibility, and the method by which they are to be passed on to the school at the next level of a student's enrollment.

Articulation of Evaluation: This involves testing programs and other measurement and assessment techniques.

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Appendix A

Summary of Recommendations Foreign Language Articulation Committee

If a first-rate foreign language program is to be established and operated in school districts, it is necessary that consideration be given to:

1. recommendations of experts and consultants in the field.
2. recommendations coming from articulation work in Thornton Township.
3. the purposes of such a program.

The following guide was prepared in Thornton Township to help the school districts to establish or to evaluate foreign language programs. It is a summary of the complete report.

In establishing or in evaluating a foreign language program, boards of education and superintendents should:

1. Choose a language, keeping in mind the effect the choice will have on:
 - a. getting a teacher.
 - b. high school programs.
 - c. the education of children.
2. Decide on grade level placement keeping in mind the:
 - a. necessity for continuity through high school and, perhaps, college.
 - b. increasing enrollment of students and therefore the:
 - (1) increasing cost of the program.
 - (2) increasing demand for teachers.
 - c. recommended beginning levels.
 - (1) first grade.
 - (2) third grade.
 - (3) seventh grade.
3. Consider the groundwork for language study being offered in earlier grades in art, music, social studies, etc.
4. Decide on either:
 - a. enrollment of all students.
 - b. a limited enrollment by means of
 - (1) selection of most able.
 - (2) election by the most able.
5. If all are enrolled consider grouping by achievement after several years of instruction.
6. Establish regulations for students to remain in language study so that enrollment in language classes will remain stable.
7. Prepare a record keeping system of student experiences and achievements to be passed on with the students as they progress.
8. Define the program of instruction to be audio-lingual in approach.

9. Provide for relating foreign language instruction to instruction in other content areas and see that all teachers are informed, that they support the program, and that they communicate frequently.
10. Determine what other programs of instruction can spare the time needed for foreign language instruction or whether the school day should be extended.
11. Select a teacher judged to be competent in the language and in the audio-lingual method (using a proficiency test if desired). Prepare to help the teacher become more competent or remain competent by supporting his participation in NDEA language workshops.
12. Prepare a teaching schedule so that the language classes meet everyday for
 - a. grades 1-5 20 minutes.
 - b. grade 6 30 minutes.
 - c. grades 7-8 40 minutes.
13. Prepare to keep class size, if possible, to a maximum of 20 children.
14. Allow time in a teacher's schedule for travel among school buildings, if necessary.
15. Consult the foreign language articulation committee and the Director of Instruction before the program is in operation.
16. Instruct the teacher that he is expected to become aware of the program for articulation in Thornton Township and to cooperate with it.
17. Consult the foreign language articulation committee or the Director of Instruction about selection of a recommended textbook and other recommended materials.
18. Budget the amount necessary to supply:
 - a. one textbook per pupil.
 - b. supplementary materials per classroom.
 - c. teacher salary.
 - d. one set of teaching tapes per teacher.
 - e. one tape recorder with external 8" speaker per school.
 - f. one movie projector and screen, one slide-and-filmstrip projector, and one record player per school.
 - g. one foreign language classroom per school.
 - h. one language laboratory per junior high school.
 - i. one resource library per district.
19. Investigate the kinds and amounts of financial assistance available through NDEA.
20. Set up a checklist for evaluating the program as it proceeds to take account student achievement and each item of these recommendations.

Appendix B

Instructions for Guidance Workers Concerning Foreign Language Articulation

The following information regarding articulation of the elementary school-high school Foreign Language program should be distributed to elementary school principals, elementary school counselors, eighth grade homeroom teachers, high school homeroom teachers, high school social studies teachers, and high school counselors, in fact to all those concerned in anyway with programming the elementary and high school student.

Any student who begins the study of a foreign language in the elementary school, regardless of the level of his schooling, should do so with the understanding that he will continue the study of that language until he has mastered its four skills to a degree of acceptability. Anything less than such mastery is a waste of the student's time and the school's resources. Of course, not all students will be successful in their attempt to learn a language, and those who are not should be eliminated from the program at the earliest convenient time. Any student receiving a grade of "D" in his first year of a language is considered unsuccessful, and must not be allowed to register for the second level.

The Foreign Language Articulation Committee recommends that students be chosen for the program (regardless of when their language program begins) on a selective-elective basis. Specific norms are given in the Foreign Language Articulation Committee report. (page 3: "Beginning the Study of a Foreign Language." Also page 5: "Selection of Students.")

The freshman curriculum of the Thornton Township High School has recently been revised in order to enable all students who have begun language study in the elementary school to continue that study in the freshman year and all through high school--without a break. Any such student may defer his science course until his sophomore year, thus enabling him to study his foreign language as a fourth solid, as part of his regular freshman curriculum.

First-year language courses (Level One) are currently being sectioned, in order to allow students who have had considerable language study in the elementary school to progress as rapidly as possible. The placement of a student in the various sections is at present determined by the recommendation of the elementary language teacher, and the student's general scholastic ability. When the elementary language programs have been developed more fully, a test may also be used for such placement, and eventually it is hoped that some students may be able to enter the high school at Level Two.

From the very beginning of his language study, it should be impressed upon the student that continuity of his study is of the utmost importance, and also that he must plan to continue that study for enough years actually to be able to use the language. Therefore, all those concerned with the student will discourage any idea of "sampling" of languages, entailing changing from one language to another during the course of his studies. Of course, some good students will want to study a second foreign language, but not until the basic elements of the first are mastered.

As for which language to study first, in the elementary school programs this question is already decided by the matter of availability. There is no such thing as having studied the "wrong" language for a later career. Any student who has mastered one foreign language can readily pick up another later on, with a minimum of difficulty. The choice of a language is really not a vital matter, therefore, at either the elementary school or high school level.

The Foreign Language Articulation Committee has also recommended that a "Foreign Language Record Card" be kept for each student, from the beginning of his language study, so that his language record card may be readily available at all times to anyone concerned with his programming or language study.

Finally, it is recommended that all those concerned with programming of foreign language students be familiar with the full report of the Foreign Language Articulation Committee to the Steering Committee, copies of which are available in each district.